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A Bibliography of Studies in Oral Reading, with Annotations of Studies in the Teaching of Artistic Oral Reading in College

Jeanne Phyllis Grove

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**A BIBLIOGRAPHY OF STUDIES IN ORAL READING, WITH
ANNOTATIONS OF STUDIES IN THE TEACHING
OF ARTISTIC ORAL READING IN COLLEGE**

By

Jeanne Phyllis Grove

**A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science in Language Skills
at South Dakota State College of
Agriculture and Mechanic Arts**

June, 1958

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**A BIBLIOGRAPHY OF STUDIES IN ORAL READING, WITH
ANNOTATIONS OF STUDIES IN THE TEACHING
OF ARTISTIC ORAL READING IN COLLEGE**

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

ACKNOWLEDGEMENTS

The writer expresses appreciation to those who helped her to complete this study. She acknowledges the members of the Speech Department at South Dakota State College who guided her in formulating the purpose and procedure of the study; Dr. Carl L. Wilson, who, as her adviser, assisted her with all problems and technicalities of the study; Dr. Alphas Christensen, who helped her secure the theses which are annotated in this study; the writers of theses who sent their studies to this writer; and Mrs. Marjorie Wiese, who typed the study.

J. P. G.

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CHAPTER I

INTRODUCTION

I. The Problem

A. Importance of the Problem

Educators and oral readers have differed on what should be included in a course of study for oral reading. The student of oral reading must examine the field and try to formulate his own philosophy. In so doing he finds that some studies of oral reading have stressed different schools of thought.¹ Others have discussed specific problems in the field.² A textbook was written to compile the philosophies and methods of leading writers and teachers at certain periods.³ A study was made of the textbooks used in oral reading.⁴ Another study summarized the trends in oral reading as seen through the articles which have appeared in professional journals since 1940.⁵

¹Anna C. Drake, "The Elocutionary Theories of S. S. Curry and Their Application" (unpublished Master's thesis, Louisiana State University, 1943).

²Berlin E. Lance, "Projects in Reading Aloud for Junior High School Students Emphasizing Voice Improvement" (unpublished Master's thesis, State University of Iowa, 1938).

³Mary Margaret Webb, Oral Interpretation of Literature in American Colleges and Universities (New York: The N.W. Wilson Company, 1941).

⁴Kenneth Burns, "A Survey of the Contemporary Outlook Relative to the Basic Aspect of Oral Interpretation as it is Evidenced in Selected Writings in the Field, 1915-1950" (unpublished Ph.D. dissertation, Northwestern University, 1952).

⁵Lloyd E. Jones, "Trends in Oral Interpretation as Seen Through the Professional Journals from 1940-1955" (unpublished Ph.D. dissertation, University of Denver, 1955).

These investigations offer a means for students and teachers to note the trends in the study and philosophy of oral reading, including the specialized area of artistic oral reading. However, to the writer's knowledge there has been no attempt to compile an annotated bibliography of studies in oral reading. Such a bibliography would be a research tool for students, teachers, and researchers in the field. The present study is a step in this direction.

B. Statement of the Problem

The primary purpose was to prepare a bibliography of studies in oral reading. The secondary purpose was to annotate some recent studies which may be useful to the teacher of artistic oral reading in college.

C. Definitions of Terms

1. Studies. This term refers to master's and doctoral theses written in colleges and universities in the United States.

Studies are also referred to as dissertations.

2. Recent. This term refers to the period, 1940-1956.

3. Artistic Oral Reading. This term is defined according to

Webster's New Collegiate Dictionary.

a. Artistic. "Of or pertaining to art or artists; showing taste or skill."⁶

b. Oral. "Uttered by the mouth; spoken."⁷

⁶ Webster's New Collegiate Dictionary (2d ed.; Springfield: G. & C. Merriam Co., 1951), p. 51.

⁷ Ibid., p. 590.

c. Reading. "Manner of rendering something written; as, an actor's reading of a part; also interpretation...."⁸

II. The Procedure

A. Source of Titles

To find titles of studies in oral reading, the writer consulted indexes and bibliographies available at South Dakota State College.⁹

B. Classification of Titles

1. Method of Classifying

The writer divided the studies into categories after the studies had been prejudged by their titles.

2. The Classifications

- a. Concerning Voice, Reading Rate, Breath Control, Bodily Movement, Other Factors Related to the Process of Reading
- b. Concerning Stuttering, Poor Readers, Remedial Training, and Other Errors and Difficulties in Reading
- c. Concerning the Development of the Artistic Oral Reader
- d. Concerning Psychological and Personality Factors of the Reader and/or His Material
- e. Concerning Types of Material To Be Read
- f. Concerning the Understanding and Artistic Reading of Poetry

⁸ Ibid., p. 704.

⁹ The names of these sources are listed in the bibliography found in the Appendix to this study.

- g. Concerning One Author, Poet, Poem, Play, Oral Reader,
et cetera
- h. Concerning the Effects of Reading - on Listeners, on an
Audience
- i. Concerning One Theory, Authority, School of Thought,
Teacher, Time-period, et cetera
- j. Concerning One State, School, Area
- k. Concerning Story-telling
- l. Concerning Choral Reading
- m. Concerning Silent Reading
- n. Concerning Children, Primary and Elementary Ages or Grades
- o. Concerning the Teaching of Oral Reading in the Secondary
School
- p. Concerning the Teaching of Artistic Oral Reading in College
- q. Concerning Recent Studies of the Teaching of Artistic Oral
Reading in College
- r. Concerning Heterogeneous Topics

C. Attempting To Secure the Studies

This writer and the chairman of the Speech Department at South Dakota State College sent letters to the authors of the twenty-six dissertations listed in category q. above to ask for permission to annotate the studies and to obtain copies of the dissertations.

1. Studies Secured

Of the group of twenty-nine, dissertations were received from twelve writers. One writer sent a reprint of the condensed version of her thesis as it appeared in the September, 1949 issue of the Journal of Education Research. Two studies deviated from the criteria for studies to be annotated and were, therefore, listed only in the general bibliography of this thesis.

2. Studies not Secured

Eight writers did not send their studies. Four writers did not reply at all to the request; or their replies were received too late to be used. Four other studies were considered for annotation. However, it was impossible to contact the writers because of insufficient addresses. The writer did not attempt to secure studies from school libraries because it seemed proper to ask the writers themselves for permission to annotate their studies, and to give the writers the opportunity to check the annotations if they desired.

B. Reporting the Studies

This bibliography contains a list of 271 master's and doctoral studies pertaining to oral reading. The studies are listed in chronological order according to classification headings. Of this number, eleven studies were briefly annotated according to the following method of reporting:

- (1) The studies were listed in a separate chapter in chronological order and alphabetically by the names of the authors.
- (2) Following the name of the author, the title of his work was given, the type of dissertation (master's or doctoral, published or unpublished), the school where the study was completed, and the date of completion. This was followed by the source from which this writer took the name of the study.
- (3) An annotation of the dissertation was presented. These data answered the following questions:
 - (a) What was the purpose of the study?
 - (b) What procedures were followed?
 - (c) What were the results?

The data included direct quotations from the author, or in some cases a paraphrase.

- (4) Following the annotation, a summary statement of the dissertation was given. This statement presented the main idea of the study in as few words as possible.

The dissertations were not compared, evaluated, or criticized.

The purpose of this study was to provide a research bibliography, not to judge the merits of the dissertations.

III. The Organization of the Thesis

There are four chapters in this study. The content of each chapter is summarized as the following:

In Chapter I the writer introduced the study by (1) stating the

problem and its importance, (2) explaining the procedure followed in this study, and (3) explaining the organization of the thesis.

In Chapter II the writer presents a bibliography of 271 studies in oral reading.

In Chapter III the writer gives a report of eleven recent studies in artistic oral reading which she feels should be helpful to a teacher of artistic oral reading at the college level.

After an examination of the titles of dissertations written in this area of speech from 1919-1956, and an analysis of the content of a small number of these dissertations, this writer reached certain conclusions about the trends or emphases in this field. These conclusions are discussed in Chapter IV of this study.

The Appendix to this study contains the bibliography of source materials consulted for this study.

CHAPTER II

A BIBLIOGRAPHY OF STUDIES IN ORAL READING

The 271 master's and doctoral studies in this bibliography are listed alphabetically by author's name in chronological order according to classification headings. Some studies could be classified according to more than one category, but each study has been listed only once.

I. Concerning Voice, Reading Rate, Breath Control, Bodily Movement, Other Factors Related to the Process of Reading

1924

Parke, Kenneth Nelson. "The Effect of Rhythm on the Rate of Oral Reading" Unpublished Master's thesis, University of Chicago, 1924.

1926

Havighurst, M. M. "Respiration in Oral Reading." Unpublished Master's thesis, University of Wisconsin, 1926.

1927

Raney, Elsie Viola. "Incipient Motor Responses in Oral Interpretation of Literature." Unpublished Master's thesis, Northwestern University, 1927.

1928

Marsh, Gerald. "A Study of the Effect of Various Directions on Rate in the Oral Reading of Oratorical Prose." Unpublished Master's thesis, Northwestern University, 1928.

1929

Ward, Gladys B. "A Critique of Studies in Reading Rates, Silent and Oral."
Unpublished Master's thesis, State University of Iowa, 1929.

1932

Lynch, Gladys E. "Objective Study of the Time, Pitch, and Intensity
Factors in the Reading of Emotional and Unemotional Materials by
Experienced and Inexperienced Readers." Unpublished Ph.D. disser-
tation, State University of Iowa, 1932.

1934

Porter, Laura F. "Voice Training and Interpretative Reading for
High-School Pupils." Unpublished Master's thesis, Colorado State
Teachers College, 1934.

1935

Ortleb, Ruth Virginia. "An Objective Study of Emphasis in Oral Reading
of Emotional and Unemotional Material by Trained and Professional
Readers." Unpublished Ph.D. dissertation, State University of
Iowa, 1935.

1938

Critchfield, Ruth. "A Study of Pneumographic Recordings of Respiratory
Movements During Overt Reading and a Correlation of the Results with
an Objective Reading Scale." Unpublished Master's thesis, Claremont
College, 1938.

Lance, Harlan E. "Projects in Reading Aloud for Junior High School Students
Emphasizing Voice Improvement." Unpublished Master's thesis, State

University of Iowa, 1938.

1940

Darley, Frederic London. "A Normative Study of Oral Reading Rate."

Unpublished Master's thesis, State University of Iowa, 1940.

Van Metre, Jessie M. "A Comparison of the Eye-movements of Good and Poor Oral Readers." Unpublished Master's thesis, University of Denver, 1940.

1942

Glasgow, George M. "The Effects of Variations of Quality, Pitch, Rate, and Enunciation of the Comprehension and Appreciation of Prose and Poetry by High School Sophomores." Unpublished Ph.D. dissertation, New York University, 1942.

1943

Emerson, Marjorie L. "A Study of Changes in the Use of Voice in Projected Meaning from the Printed Page." Unpublished Master's thesis, State University of Iowa, 1943.

1947

Barnett, Wynette. "An Experimental Study in the Teaching of Voice and Diction Through the Ear Training, Phonetic and Oral Reading Approaches." Unpublished Ph.D. dissertation, University of Wisconsin, 1947.

1949

Davis, Patricia B. "An Investigation of the Suggestion of Age Through

Voice in Interpretative Reading." Unpublished Master's thesis, University of Denver, 1949.

1951

Herbst, Irwin. "An Experimental Study of the Effect of Room Characteristics and Noise Upon the Rate and Accuracy of Reading Familiar Material." Unpublished Master's thesis, Ohio State University, 1951.

1954

Jensen, Paul Junior. "A Study of Perceived Harshness as a Function of Oral Reading Time." Unpublished Master's thesis, State University of Iowa, 1954.

1955

Evans, Elsie Forster. "Some Contemporary Concepts of Bodily Action as Related to the Oral Reader." Unpublished Master's thesis, University of Michigan, 1955.

Lundeen, Dale J. "An Investigation of the Relationship of Vertical Mandibular ~~Movements~~ to Loudness and Rate of Speech and to Aspects of Individual Variation." Unpublished Ph.D. dissertation, University of Minnesota, 1955.

1956

Alluisi, Mary Boyle. "The Relationship Between Vocal Characteristics in Oral Reading and the Relative Information of Selected Phrases." Unpublished Ph.D. dissertation, Ohio State University, 1956.

II. Concerning Stuttering, Poor Readers, Remedial Training, Other Errors and Difficulties in Reading

1932

Mulroy, Mary D. "The Improvement of Reading Through an Analysis of Errors in Oral Reading." Type of thesis unknown, University of Chicago, 1932.

1935

Bond, Guy L. "The Auditory and Speech Characteristics of Poor Readers." Unpublished Ph.D. dissertation, Columbia University, 1935.

1937

Sarby, Cecil Boneta. "An Evaluation of Research Findings on Errors in Oral Reading with Implication for the Teaching of Speech." Unpublished Master's thesis, State University of Iowa, 1937.

1938

Inneas, Marjory. "A Statistical Analysis of the Effect of Word Content Versus the Situation on Stuttering During Oral Reading." Unpublished Master's thesis, State University of Iowa, 1938.

Ritter, Esther. "Remedial Treatment of Oral Reading Difficulties in the Junior and Senior High Schools." Unpublished Master's thesis, University of Southern California, 1938.

1941

Nahn, Eugene F. "A Study of the Influence of Variations in the Social Complexity of Oral Reading Situations, of Phonetic and Grammatical

Factors, and of Remedial Treatment Upon Stuttering Frequency."

Unpublished Ph.D. dissertation, University of Southern California, 1941.

1947

Dixon, Carmen Clifford. "The Amount and Rate of Adaptation of Stuttering in Different Oral Reading Situations." Unpublished Master's thesis, State University of Iowa, 1947.

1949

Roberts, Patricia Park. "Speech Sound Time and Oral Reading Time of College Stutterers and Non-Stutterers." Unpublished Master's thesis, Purdue University, 1949.

1950

McGann, Mary E. "A Study of Dramatic Dialogues Adapted for Remediation in Reading." Unpublished Ph.D. dissertation, Harvard University, 1950.

Wells, Charles A. "The Value of an Oral Reading Test for the Diagnosis of the Reading Difficulties of College Freshmen Showing Low Academic Achievement." Unpublished Ph.D. dissertation, Harvard University, 1950.

1952

Cohen, Edwin. "A Comparison of Oral Reading and Spontaneous Speech of Stutterers With Special Reference to the Adaptation and Consistency Effects." Unpublished Ph.D. dissertation, State University of Iowa, 1952.

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Robinson, Frank B. "Effect of Changes in the Relationship Between the Speech and the External Side-Tone Level on the Oral Reading Rate of Stutterers and Nonstutterers." Unpublished Ph.D. dissertation, Ohio State University, 1952.

Wickersham, Julia McDonald. "The Use of Oral Interpretation in a Speech Therapy Program of Children with Cerebral Palsy." Unpublished Master's thesis, University of Florida, 1952.

1954

Leutenegger, Ralph R. "A Study of Adaptation and Recovery in the Oral Reading of Stutterers." Unpublished Ph.D. dissertation, State University of Iowa, 1954.

Berman, Parley W. "A Comparative Study of Self-formulated Speech and Oral Reading with Reference to Adaptation and Recovery of the Stuttering Response." Unpublished Ph.D. dissertation, State University of Iowa, 1954.

1955

Lares, Louis. "An Exploratory Study on the Effects of Experimentally Induced Success and Failure Upon the Oral Reading Performances and the Levels of Aspiration of Stutterers." Unpublished Ph.D. dissertation, University of Pittsburgh, 1955.

III. Concerning the Development of the Artistic Oral Reader

1923

Suehler, Ezra Christian. "The Creation of Atmosphere by the Reader."

Unpublished Master's thesis, Northwestern University, 1923.

1924

Fry, Helen Dorothea. "The Place of Recall in the Whole Method of Learning Material for Oral Interpretation." Unpublished Master's thesis, Northwestern University, 1924.

1946

Farna, William Joseph. "A Study in Comparative Speech Forms of Delivery with Special Reference to Interpretative Reading." Unpublished Ph.D. dissertation, University of Wisconsin, 1946.

1947

Gough, Gladys Brandt. "Student Workbook for Oral Interpretation." Unpublished Master's thesis, Kansas State College, 1947.

1951

Colvin, Claude R. "A Study of the Problems in Interpretation, Character Analysis and Projection of the Author's Intent in Preparing the Lecture Recital for Public Presentation." Unpublished Master's thesis, Kent State University, 1951.

1952

Giese, Phyllis Phillips. "A Study of the Preparation Involved in the Selection and Preparation of Materials (Poems, Stories, and Plays) for Public Presentation with Consideration to Needs of Specific Types of Audiences." Unpublished Master's thesis, Kent State University, 1952.

1954

Aserlind, LeRoy. "The Association of Auditory Musical Discrimination and Interpretative Reading Ability." Unpublished Master's thesis, University of Oregon, 1954.

Cunningham, Elizabeth T. "Suggestions and Audio-Visual Aids for Reading the Bible Aloud." Unpublished Master's thesis, University of Michigan, 1954.

1956

Mikle, Rebecca L. "Selecting and Adapting Literary Material for the Lecture-Recital Form of Presentation." Unpublished Master's thesis, University of Michigan, 1956.

IV. Concerning Psychological and Personality Factors of the Reader and/or His Material

1931

Cogswell, Ester M. "A Description and Application of the Significant Contributions of Psychology to the Problems of Interpretative Reading." Unpublished Master's thesis, University of Southern California, 1931.

1950

McCarthy, Margaret Mary. "Interpretative Reading Behavior: A Study of Selected Factors." Unpublished Ph.D. dissertation, University of Wisconsin, 1950.

1954

Platt, James R. "A Study of Personality Factors Common to Speaking, Listening, Writing, and Reading." Unpublished Ph.D. dissertation, University of Denver, 1954.

1956

Rude, Roland V. "A Consideration of Jung's Concept of the 'Self' as an Aid to the Understanding of Character in Prose Fiction." Unpublished Ph.D. dissertation, Northwestern University, 1956.

V. Concerning Types of Material To Be Read

1924

Raugh, L. B. "The Bible Story in Religious Education." Unpublished Master's thesis, University of Southern California, 1924.

1927

Corley, Mary Elizabeth. "The Identification of Various Emotional Qualities in the Oral Reading of a Foreign Language." Unpublished Master's thesis, University of Wisconsin, 1927.

1929

Kuehne, Catherine. "Reading Abridgments of Contemporary Novels." Unpublished Master's thesis, University of Wisconsin, 1929.

1938

Gracie, Ruth Sprout. "Six Original Monodramas on Pioneer Women of the West with Technic and History of Solodrama." Unpublished Master's thesis, University of Denver, 1938.

Thomsen, Anne Wrightman. "Original Dramas Adapted from Biographies Selected by the Institute of Character Research." Unpublished Master's thesis, University of Southern California, 1938.

1940

Krulevitch, Walter. "Short Story Adaptations for Radio." Unpublished Master's thesis, University of Wisconsin, 1940.

1945

Hewman, Dora L. "Literature for Declamations." Unpublished Master's thesis, University of Michigan, 1945.

1947

Palangia, Jane Bardin. "Five Historical Dramas of Famous Women." Unpublished Master's thesis, Denver University, 1947.

1951

Whitehair, Barbara Maals. "Original Dramatic Readings with a Critical Analysis of Staging and Lighting for College Use." Unpublished Master's thesis, Kansas State College, 1951.

1953

Doss, Eunice, M. "Problems in Selected Material for Oral Reading Festivals." Unpublished Master's thesis, University of Wisconsin, 1953.

1954

Harler, Clark. "Hindu Poetry for Oral Interpretation: A Collection of Poems with Analysis and Suggestions for Reading Them Aloud." Unpublished Ph.D. dissertation, Columbia University, 1954.

Merrill, Alice A. "A Compilation of Religious and Inspirational Literature." Unpublished Master's thesis, Fresno State College, 1954.

1955

Brookshire, Helen. "Typical Programs of the Oral Readers as Reflected in Werner's Magazine." Unpublished Master's thesis, Louisiana State University, 1955.

Caron, Gerard. "Oral Interpretation of the Sunday Gospels." Unpublished Master's thesis, Emerson College, 1955.

1956

Swall, Marian Robinson. "An Analysis of Selected Dramatic Monologues in Preparation for Oral Interpretation." Unpublished Master's thesis, University of Hawaii, 1956.

VI. Concerning the Understanding and Artistic Reading of Poetry

1926

Perego, Ina M. "The Function of Imagery in the Appreciation and Interpretation of Poetry." Unpublished Ph.M. thesis, University of Wisconsin, 1926.

1935

Foots, Amy Rachel. "An Understanding of Poets' Structures as a Basis for the Speaking of Poetry." Unpublished Master's thesis, University of Southern California, 1935.

1938

McKenna, Muriel. "A Study of the Development, Present Status, and Performance of the Monologue." Unpublished Ph.M. thesis University of Wisconsin, 1938.

Ogg, Helen Loree. "A Critique of the Oral and Silent Reading of Poetic Literature." Unpublished Ph.D. dissertation, University of Southern California, 1938.

Potter, Gail. "Methodology of the Construction of an Historical Monologue." Unpublished Master's thesis, Stanford University, 1938.

1939

Snell, Alta Hedvig. "A Study of Negro Poetry for its Value to the Interpreter." Unpublished Master's thesis, Wisconsin University, 1939.

1940

Durke, Cecil M. "An Experiment in the Comparison of the Amount of Appreciation Gained From Poetry Read Silently as Compared With That Gained from Hearing the Same Poetry Interpreted Orally." Unpublished Master's thesis, Baylor University, 1940.

1948

Henning, Elizabeth Sheppard. "Portraits in Contemporary Poetry - A Medium for the Interpreter's Growth." Unpublished Master's thesis, University of Wisconsin, 1948.

1949

- Beardsley, Paul Wesley. "Listening Versus Listening and Reading: A Study in the Appreciation of Poetry." Unpublished Master's thesis, University of Oklahoma, 1949.
- Brooks, Keith. "Synoptic Poetry - A Study." Unpublished Master's thesis, University of Wisconsin, 1949.
- Haff, Norma McCrley. "An Investigation of the Results of Sound Effects upon the Reading of Emotional Poetry." Unpublished Master's thesis, Indiana University, 1949.
- Laur, Sister M. Veronica. "A Study of the Dramatic Monologue: Its Value for the Student of Oral Interpretation." Unpublished Master's thesis, University of Wisconsin, 1949.
- Richeson, Emily Neville. "An Experimental Study of the Visual and Aural Perception of Selected Modern Poetry." Unpublished Master's thesis, University of Alabama, 1949.

1952

- Galladay, Gertrude. "The Singed Wings, Poetry and Explication, Introduced by a Discussion of Method." Unpublished Master's thesis, University of Denver, 1952.

1956

- Fulcan, Ralph. "An Investigation of the Structural Aspects of Free Verse as They Affect the Interpreter." Unpublished Ph.D. dissertation, Northwestern University, 1956.

VII. Concerning One Author, Poet, Poem, Play, Oral Reader, et cetera

1927

Constance, Margaret Rogers. "An Analysis of the Poetry of Robert Frost to Determine Its Value for Public Reading Purposes." Unpublished Master's thesis, Northwestern University, 1927.

1932

Wilde, Norma Viola. "A Study of the Life of Sarah Siddons: An Estimate of Her Ability as Oral Interpreter of Literature." Unpublished Master's thesis, Northwestern University, 1932.

Wirka, Mildred. "The Poetry of Amy Lowell, An Appraisal from the Point of View of Public Reading." Unpublished Master's thesis, University of Wisconsin, 1932.

1933

Buck, Louise E. "A Study from a Psychological Viewpoint of the Basic Attitudes Motivating the Language Symbols Used in the Plays of Eugene Gladstone O'Neill and Suggestions for the Oral Interpretation of the One-act Play, 'Ile'." Unpublished Master's thesis, University of Minnesota, 1933.

1935

Peterson, Ellen. "A Study of the Imagery in Rupert Brooke's Poems from the Standpoint of the Interpreter." Unpublished Master's thesis, Northwestern University, 1935.

Ray, Hardy Murfree. "A Study of the Prosody of Henry Wadsworth Longfellow to Determine the Sources of His Popularity." Unpublished Master's thesis, Northwestern University, 1935.

Williams, Grace Mills. "A Study of James Whitcomb Riley as an Interpretative Reader." Unpublished Master's thesis, Northwestern University, 1935.

1940

Cook, Mabel Louise. "Significant Implications for the Interpreter in the Writings of James Russell Lowell and Amy Lowell." Unpublished Master's thesis, University of Wisconsin, 1940.

1941

Hallinan, Sister M. Judith Therese. "A Study of Six of the Most Widely Used Translations of Dante's Inferno to Determine Their Relative Suitability for Oral Interpretation." Unpublished Master's thesis, University of Utah, 1941.

Kretsinger, Elwood A. "An Interpretative Analysis of Browning's Andrea del Sarta." Unpublished Master's thesis, University of Oklahoma, 1941.

Robertson, Myra C. "An Interpretative Analysis of Euripides' Trojan Women." Unpublished Master's thesis, University of Oklahoma, 1941.

1942

Morison, Josephine. "Oral Interpretation of the Poetry of Alfred Noyes." Unpublished Master's thesis, Baylor University, 1942.

Stephens, Ruby J. "Charles Dickens, Oral Reader." Unpublished Master's thesis, University of Oklahoma, 1942.

1945

Crenshaw, Inez Elizabeth. "A Comparative Study of the Use of Imagery in the Works of Robert Frost and Emily Dickinson: Significant Values for the Interpreter." Unpublished Master's thesis, University of Wisconsin, 1945.

Lee, Charlotte Irene. "Prosodic Analysis and Oral Interpretation of Selected Poetry of Paul Marie Verlaine." Unpublished Ph.D. dissertation, Northwestern University, 1945.

Parris, Winifred Blackhall. "Interpretation, Monodrama 'The Rampart Victorian' - Life of Florence Nightingale." Unpublished Master's thesis, Bob Jones University, 1945.

1946

Pafford, Ruth B. "Amy Lowell, Oral Interpreter." Unpublished Master's thesis, University of Oklahoma, 1946.

1947

Barber, Ethel Mabel. "The Analysis for Oral Interpretation of the Dramatic Elements in Milton's Paradise Lost." Unpublished Ph.D. dissertation, Northwestern University, 1947.

Donner, Stanley T. "The Speaking and Reading of Mark Twain." Unpublished Ph.D. dissertation, Northwestern University, 1947.

Panattoni, Florence I. "Principles in the Selection, Adaptation and Presentation of the Play 'Sun-Up' for the Lecture Recital." Unpublished Master's thesis, University of Michigan, 1947.

Siebert, Roberta Florence. "A Study of the Interpretation of Ibsen's 'Hedda Gabler'." Unpublished Master's thesis, University of Michigan, 1947.

1948

Browne, Oden Wells, Jr. "Shylock - The Role and Its Interpreter." Unpublished Master's thesis, Yale University, 1948.

Ciliberto, Margaret Blackhall. "Interpretation, Monodrama 'The Orchid', Concerning the Famous Empress of China." Unpublished Master's thesis, Bob Jones University, 1948.

1949

Aspiz, Harold. "Mark Twain's Reading - A Critical Study." Unpublished Ph.D. dissertation, University of California at Los Angeles, 1949.

Branley, Carole Winifred. "Expressive Power Through the Oral Interpretation of Greek Tragedy." Unpublished Master's thesis, University of Wisconsin, 1949.

Britt, Betty. "Interpretation, Monodrama, 'The Witch Web', About Salem Witchcraft." Unpublished Master's thesis, Bob Jones University, 1949.

1950

Breen, Robert Stephen. "Symbolic Action in the Oral Interpretation of

Robinson Jeffers' Roan Stallion." Unpublished Ph.D. dissertation, Northwestern University, 1950.

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Stirwalt, Katherine. "An Experiment of Shelley's 'The Cenci' to Test the Values of Interpretation." Unpublished Master's thesis, Indiana State Teachers College, 1950.

1951

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Sandboe, A. Pauline. "Hamlet - a Production Book." Unpublished Master's thesis, Fordham University, 1951.

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Wieand, Barbara J. "The Book of Ruth: Comparative Study and Lecture Recital." Unpublished Master's thesis, University of Michigan, 1953.

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Beloof, Robert Lawrence. "E.E.Cummings: The Prosodic Shape of His Poems." Unpublished Ph.D. dissertation, Northwestern University, 1954.

Worrell, Elizabeth. "The Mind of Virginia Woolf." Unpublished Ph.D. dissertation, Northwestern University, 1954.

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1956

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VIII. Concerning the Effects of Reading -on Listeners, on an Audience

1919

Woolbert, Charles Henry. "Effects of Various Modes of Public Reading." Unpublished Ph.D. dissertation, Harvard University, 1919.

1928

Fushe, Ima C. "Audience Judgments as to the Effectiveness of Various Postures Used During Public Speaking and Interpretation." Unpublished Master's thesis, State University of Iowa, 1928.

1932

Mueller, Mary Harriett. "An Experiment in the Measurement of the Effectiveness of Oral Reading." Unpublished Master's thesis, Purdue University, 1932.

1934

Wakarka, Rose A. "An Attitude Scale for Measuring the Effectiveness of an Oral Reading." Unpublished Master's thesis, University of Minnesota, 1934.

1943

Berlin, Asa J. "Rating the Intelligibility of Oral Reading." Unpublished Master's thesis, University of Wisconsin, 1943.

1944

Vergara, Allye. "A Critical Study of a Group of College Women's Responses to Poetry." Unpublished Ph.D. dissertation, Columbia University, 1944.

1948

Penland, Virgil Darrell. "An Experimental Study to Measure Effectiveness in Oral Reading by Means of a Rating Scale Technique." Unpublished Ph.D. dissertation, University of Southern California, 1948.

1950

Cass, Dorothy Lyne. "A Study of Audience Preferences for Varying Degrees of Metrical Obviousness in Oral Interpretation." Unpublished Master's thesis, University of Oklahoma, 1950.

1951

Pickett, Warren Wheeler. "An Experiment to Determine Comparative Audience Response to the Reading of Shakespearean Dramatic Verse with and without Music." Unpublished Master's thesis, University of Michigan, 1951.

Wigley, Joseph Alexander. "A Study of Students' Responses to Recordings of Poetry Recorded by its Authors and by Other Interpreters." Unpublished Master's thesis, University of Washington, 1951.

IX. Concerning One Theory, Writer, School of Thought, Teacher,
Time-period, et cetera

1925

Bowman, Carl Andrew. "A Study of the Curry System of Training in Expression." Unpublished Master's thesis, Northwestern University, 1925.

1926

Keppel, Vera Jane. "Representative Critics and Actors on Oral Expression." Unpublished Master's thesis, Cornell University, 1926.

1927

Higgins, Howard H. "A Critical Study of Selected Books on Reading Published in the United States before 1861." Unpublished Master's thesis, State University of Iowa, 1927.

Horsman, Myrtle Jane. "A Study of the Delsarte System of Expression." Unpublished Master's thesis, Northwestern University, 1927.

1928

Boach, Dora Ingram. "Ruskin's Art Principles Applied to Dramatic Interpretation." Unpublished Master's thesis, University of Wisconsin, 1928.

1932

Paul, Vera Alice. "Present Trends of Thought on Oral Reading." Unpublished Master's thesis, State University of Iowa, 1932.

1935

Redd, Marion. "A Comparative Study of Techniques Employed by Ten

Outstanding Authorities in the Field of Interpretation." Unpublished Master's thesis, Northwestern University, 1935.

1938

Current, Lucille Mary. "A Study of Solomon Henry Clark as a Teacher of Interpretative Speech." Unpublished Master's thesis, Northwestern University, 1938.

Kimball, Merle L. "A Study of the Development of Some Theories of Oral Interpretation." Unpublished Master's thesis, University of Washington, 1938.

1939

Harvell, Ruberta Louise. "Interpretative Principles as Revealed by a Study of the Classicists." Unpublished Master's thesis, Wisconsin University, 1939.

1940

Levy, Edwin L. "Delsarte's Cours d'esthetique appliquee; Based on an Original Notebook." Unpublished Master's thesis, Louisiana State University, 1940.

1941

Morris, Virginia. "The Influence of Delsarte's Philosophy of Expression as Revealed Through the Lectures of Steele MacKaye." Unpublished Master's thesis, Louisiana State University, 1941.

Price, Navalyne. "The Delsarte Philosophy of Expression as Seen Through Certain Manuscripts of the Rev. Dr. William R. Alger." Unpublished

Master's thesis, Louisiana State University, 1941.

1942

Neely, George A. "The School of Delsarte." Unpublished Master's thesis, Louisiana State University, 1942.

Phillips, Helen K. "The Influence of Samuel Silas Curry on Modern Interpretation Textbooks." Unpublished Master's thesis, University of Alabama, 1942.

1943

Drake, Anne C. "The Elocutionary Theories of S. S. Curry and Their Application." Unpublished Master's thesis, Louisiana State University, 1943.

1945

Minor, Calis Marie. "Contributing Factors to the Decline of Oral Interpretation in the Great Age of Roman Literature." Unpublished Master's thesis, University of Missouri, 1945.

1946

Dillport, Rayda Wallace. "The Pupils of Delsarte." Unpublished Master's thesis, Louisiana State University, 1946.

Rerang, Myra W. "The Public Career of Francois Delsarte." Unpublished Master's thesis, Louisiana State University, 1946.

Tousay, Gail J. "The Elocutionary Teachings of William Holmes McGuffey." Unpublished Master's thesis, Louisiana State University, 1946.

1947

Barry, James J. "Ralph Brownell Dennis, Lecturer, Interpreter, and Dean of the School of Speech (Northwestern University)." Unpublished Master's thesis, Northwestern University, 1947.

1948

Wiksell, Milton Joel. "Social Aspects of Nineteenth Century American Elocution." Unpublished Ph.D. dissertation, Louisiana State University, 1948.

1949

Vandreggen, Daniel E.R. "The Natural School of Oral Reading in England, 1748-1828." Unpublished Ph.D. dissertation, Northwestern University, 1949.

1951

Loney, Glenn M. "Edith Sitwell: A Study." Unpublished Master's thesis, University of Wisconsin, 1951.

McElroy, Estelle Lorene. "Alexander Melville Bell - Elocutionist and Phonetician." Unpublished Ph.D. dissertation, Columbia University, 1951.

1952

Bovyer, Frances Esther. "James E. Murdoch, the Elocutionist." Unpublished Master's thesis, University of Colorado, 1952.

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Writings in the Field, 1915-1950." Unpublished Ph.D. dissertation, Northwestern University, 1952.

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1954

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Mattingly, Alethes Smith. "The Mechanical School of Oral Reading in England, 1761-1821." Unpublished Ph.D. dissertation, Northwestern University, 1954.

1955

Coelho, Richard. "Some Factors Contributing to the Integration and Time-Binding Behavior of the Oral Interpreter Obtained by Means of an Investigation of the Theories of George H. Mead, Susanne Langes and Kurt Levin." Unpublished Ph.D. dissertation, University of Denver, 1955.

1956

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with a Consideration of Continental Backgrounds." Unpublished Ph.D. dissertation, Northwestern University, 1956.

X. Concerning One State, School, Area

1938

Plummer, Harry. "Determination of Correlation Between Oral and Silent Reading Ability of 100 University of Utah Students Selecting a Course in Oral Reading." Unpublished Master's thesis, University of Utah, 1938.

1949

Morris, Mary Virginia. "Survey of the Status and an Analysis of the Outcomes of the Oral Interpretation Experience in Certain High Schools in the State of Washington." Unpublished Master's thesis, University of Washington, 1949.

1951

Wargo, Dan M. "A Survey of the Public Performance Interpretative Reading Program in Pennsylvania Colleges and Universities." Unpublished Master's thesis, Pennsylvania State College, 1951.

1952

Hart, Robert Leonard Jr. "Public Reading in New York City From 1851 to 1861." Unpublished Master's thesis, Louisiana State University, 1952.

1953

Fitze, Arlene. "A Survey of Curricular and Extra-Curricular Instruction

in Oral Interpretation in the High Schools of Pennsylvania." Unpublished Master's thesis, Pennsylvania State University, 1953.

1956

Hadley, Dorothy Siedenbug. "Oral Interpretation at the Chautauqua Institution and the Chautauqua School of Expression, 1874-1900." Unpublished Ph.D. dissertation, Northwestern University, 1956.

XI. Concerning Story-telling

1934

Richardson, La Vange R. "Principles of Story Telling for Adults." Unpublished Master's thesis, University of Southern California, 1934.

1943

Jayne, Betty M. "The Interpretation of Stories." Unpublished Master's thesis, University of Michigan, 1943.

1955

Bredendick, Ruth R. "A Survey of the Art of Storytelling." Unpublished Master's thesis, University of Wisconsin, 1955.

XII. Concerning Choral Reading

1932

Ray, Josephine H. "A Study of Choral Verse-Speaking." Unpublished Master's thesis, University of Southern California, 1932.

1933

Thurston, Rozetta. "Choric Speech as an Aid to Worship." Unpublished Master's thesis, University of Denver, 1933.

1935

Lutz, Mary Eleanor. "Choral Reading - Its Application to the Teaching of Speech." Unpublished Master's thesis, Louisiana State University, 1935.

1940

Schampain, Janice R. "The Extent to which Choral Speaking May Aid High School Pupils in the Enjoyment of Poetry." Unpublished Master's thesis, The College of the City of New York, 1940.

1942

Lantz, Ruth C. "Choral Reading for Churches." Unpublished Master's thesis, University of Michigan, 1942.

Rasmussen, Mabel L. "Aural Sensitivity Developed Through Choric Speech." Unpublished Master's thesis, University of Southern California, 1942.

1943

Kerns, Doris Alberta. "Current Methods in Choral Reading in Elementary Schools." Unpublished Master's thesis, University of Chicago, 1943.

McKee, Alma L. "Choral Problems Involved in the Production of Aeschylus' The Orestean Trilogy." Unpublished Master's thesis, State University of Iowa, 1943.

1946

Montgomery, John Richard. "Developing the Technique of Choral Speaking." Unpublished Master's thesis, University of Michigan, 1946.

1949

Cole, Ailene. "The Aims and Techniques of Choral Reading." Unpublished Master's thesis, University of Minnesota, 1949.

Belser, Le Verna. "Dramatic Production, Choral Speaking Play, 'The Day of Deliverance', from the Bible." Unpublished Master's thesis, Bob Jones University, 1949.

1956

Leggett, Sister Joseph Marian. "Original Verse Created, Revised and Adapted for Choral Reading on the Various Educational Levels." Unpublished Master's thesis, Marquette University, 1956.

XIII. Concerning Silent Reading

1923

Erickson, Emma S. "Specific Difficulties of Silent and Oral Narrative Reading." Unpublished Master's thesis, University of Minnesota, 1923.

1925

Stone, Louise Elizabeth. "Silent Versus Vocal Presentation of Memory Material for Oral Interpretation." Unpublished Master's thesis, Northwestern University, 1925.

1930

_____. "Comprehension Results in Oral and Silent Reading."

Unpublished Master's thesis, George Peabody College for Teachers,
1930.

1934

Christmore, Esther C. "Oral Versus Silent Reading for Literary Appreciation, an Experimental Study." Unpublished Master's thesis, University of Southern California, 1934.

1936

Fairbanks, Grant. "The Relation Between Eye-Movements and Voice in the Oral Reading of Good and Poor Silent Readers." Unpublished Ph.D. dissertation, State University of Iowa, 1936.

1947

Lowery, Jean. "An Approach to the Study of the Effect of Training in Oral Interpretation on Speed and Comprehension in Silent Reading." Unpublished Master's thesis, Louisiana State University, 1947.

1950

Gilbert, Edna Euphemia. "An Experimental Study of the Effects of Training in Oral Reading on Silent Reading Skills." Unpublished Ph.D. dissertation, University of Wisconsin, 1950.

XIV. Concerning Children, or Primary and Elementary Ages or Grades

1927

Lewis, M.A. "Children's Interpretation of Reading Material." Unpublished

Master's thesis, University of Wisconsin, 1927.

1931

Dailey, A.M. "Assignments for the Teaching of Reading Aloud in an Elementary Course in Speech Training." Unpublished Master's thesis, State University of Iowa, 1931.

1934

Bertermann, Helen A. "A Record of Growth in Oral and Silent Reading as a Basis for Rating Primary Children." Unpublished Master's thesis, University of Cincinnati, 1934.

1935

Merrill, Vivian. "The Relative Effectiveness of Presenting Children's Literature Over the Radio and in the Classroom." Unpublished Master's thesis, University of Wisconsin, 1935.

1937

Gordon, Elinor C. "An Analysis of the Oral Reading Ability of Elementary School Children." Unpublished Master's thesis, University of Michigan, 1937.

1939

Burke, Harold Leonard. "A Study in the Pitch of Oral Reading of Fourth-Grade Children." Unpublished Master's thesis, Boston University, 1939.

1940

Carter, Bertha B. "A Study of the Oral Reading Disabilities of a Sixth, Seventh, and Eighth Grade Group Deficient in Silent Reading."

Unpublished Master's thesis, State University of Iowa, 1940.

Tate, Marjorie. "The Relationship of Statue and Growth in the Quality of Oral Reading to Comprehension and Speed and to the Total Growth of the Child." Unpublished Master's thesis, University of Michigan, 1940.

1941

Anderson, Margaret G. "The Relative Effectiveness of Story-telling and Dramatization in Primary School Broadcasting." Unpublished Master's thesis, University of Wisconsin, 1941.

1947

Hamilton, Ruth Greenwood. "Oral Interpretation of Literature in the Elementary Schools." Unpublished Master's thesis, Emerson College, 1947.

Hammond, J. Jarlan. "An Objective Study of the Pitch Characteristics of Eight-year-old Girls During Oral Reading." Unpublished Master's thesis, State University of Iowa, 1947.

1953

McKee, Mary Julianne Sister. "An Oral Reading Syllabus for Elementary School Teachers." Unpublished Master's thesis, St. Louis University, 1953.

XV. Concerning the Teaching of Oral Reading in the Secondary School

1931

Koepke, William Charles. "Pupil Development Through Oral Reading."
Unpublished Ph.D. dissertation, Marquette University, 1931.

1935

Lough, Mary. "Effects Upon High School Students of a Speech Approach
as Compared with the Conventional Approach in Teaching Literature."
Unpublished Master's thesis, University of Denver, 1935.

1939

Martin, Leo Austin. "A Two-Year Experiment in Teaching Interpretative
Reading in High School with Case Records of Individual Progress."
Unpublished Master's thesis, State University of Iowa, 1939.

1940

Temple, Mary Foster. "The Function of Imagination in Interpretation as
Applied to the Teaching of High School Students." Unpublished
Master's thesis, University of Wisconsin, 1940.

1941

Stephens, Elmyra. "The Role of Oral Reading in Secondary Schools."
Unpublished Master's thesis, Wayne University, 1941.

1943

Hyatt, Ada V. "The Place of Oral Reading in the School Program." Unpub-
lished Ph.D dissertation, Columbia University, 1943.

1944

Grantham, Frances Eudean. "Oral Reading in the General Reading Program in the Secondary School." Unpublished Master's thesis, University of Oklahoma, 1944.

1948

Morris, Mary Virginia. "Comparison of the Outcomes of the Oral Interpretation Experience in the High School with Some Stated Aims as Suggested by Leading Texts." Unpublished Master's thesis, University of Washington, 1948.

1949

Cain, Wendell. "A High School Course of Study in Interpretation." Unpublished Master's thesis, West Texas State College, 1949.

1951

Houlihan, Mary E. "An Analysis of Dramatic Literature for Speech Improvement in the Secondary Schools." Unpublished Master's thesis, Boston University, 1951.

Williams, Georgia. "An Analysis of Poetry for the Improvement of Speech in the Secondary School." Unpublished Master's thesis, Boston University, 1951.

1956

Servine, Margaret. "Fundamentals of Oral Reading." A Textbook in Oral Reading for Secondary Schools." Unpublished D.Ed. dissertation, Columbia University, 1956.

XVI. Concerning the Teaching of Artistic Oral Reading in College

1922

Burford, D.A. "Some Fundamental Considerations in the Oral Interpretation of Literature." Unpublished Master's thesis, Ohio Wesleyan University, 1922.

1925

Whitaker, Edith B. "Interpretive Reading." Unpublished Master's thesis, State University of Iowa, 1925.

1926

McNabb, L.C. "Modern Tendencies in Dramatic Interpretation." Unpublished Master's thesis, Ohio Wesleyan University, 1926.

Wilson, Helen E. "A Study of Content and Aims of Courses in Interpretive Reading in Academic Institutions of the United States." Unpublished Master's thesis, University of Utah, 1926.

1929

Hendrickson, H.O. "A Comparative Study of Art Definitions and Their Application to the Art of Oral Interpretation." Unpublished Master's thesis, University of Wisconsin, 1929.

1931

Gross, Beryl Mae. "Interpretation as a Fine Art." Unpublished Master's thesis, Northwestern University, 1931.

XVII. Concerning Recent Studies of the Teaching of Artistic Oral Reading in College

1940

Hicks, Lucille Mary. "Comparison of the Arts of Interpretation and Acting." Unpublished Master's thesis, University of Wisconsin, 1940.

Holmes, Olivette Arlene. "A Comparative Study of Early and Recent Textbooks in Interpretative Reading." Unpublished Master's thesis, State University of Iowa, 1940.

Nesbitt, Harriet D. "A Compendium of the Objectives and Methods of the Contemporary Authorities in Teaching the First Course in Interpretative Reading on the College Level." Unpublished Master's thesis, Pennsylvania State College, 1940.

1941

Robb, Mary Margaret. Oral Interpretation of Literature in American Colleges and Universities. (Published Ph.D. dissertation, Columbia University, 1941.) New York: The H.W.Wilson Company, 1941.

1942

Peckenpaugh, Jeanne C. "The Relationship of Oral Interpretation to Dramatic Art." Unpublished Master's thesis, Washington State College, 1942.

Moothart, P.L. "An Analysis and Evaluation of Oral Reading Testing Materials." Unpublished Master's thesis, State University of Iowa, 1942.

1947

Cavell, Faith Margaret. "An Investigation into the Method of Teaching Oral Interpretation." Unpublished Master's thesis, State University of Iowa, 1947.

1948

Seedorf, Evelyn H. "An Experimental Study of the Amount of Agreement Among Judges in Evaluating Oral Interpretation Contests." Unpublished Ph.D. dissertation, University of Wisconsin, 1948.

1950

Hancock, Margaret M. "A Study of Two Methods of Teaching the Interpretation of Radio Continuity." Unpublished Master's thesis, University of Nebraska, 1950.

Mowshaw, Jean B. "Elocution and Oral Interpretation." Unpublished Master's thesis, University of Michigan, 1950.

1951

Boast, William M., Buchanan, John A., Casmon, Mary F., and Norling, Walter I. "Suggested Units of Study in Oral Interpretation at the College Level." Unpublished Master's thesis, University of Denver, 1951.

Bombajian, Haig. "The Origin and Development of the Art of Oral Interpretation of Verse in the United States." Unpublished Master's thesis, College of the Pacific, 1951.

Fehner, Omar Donald. "A Series of Lesson Plans in Oral Reading and the Dramatic Interpretation of Literature." Unpublished Master's thesis, Saint Louis University, 1951.

Marsh, Robert. "Modern Poetry in Oral Interpretation: A Study of the Extent to Which Contemporary Poetry is Used in College Level Oral Interpretation Classes, with Consideration of Selected-Related Factors as Possible Conditions Governing Its Use." Unpublished Master's thesis, University of Oregon, 1951.

1952

Brady, June Busey. "History and Analysis of Oral Interpretative Activities." Unpublished Master's thesis, Baylor University, 1952.

Compere, Noiree Scott. "Studies in the Teaching of Poetry." Unpublished Ed.D. dissertation, Michigan State College, 1952.

Goldstein, Bernard Joe. "The Comprehension of Poetry from Recordings." Unpublished Ph.D. dissertation, Columbia University, 1952.

1953

Caswell, Troy. "The Concept of Aesthetic Distance in Oral Interpretation." Unpublished Master's thesis, University of Oklahoma, 1953.

Kidder, Robert Ralph. "The Preparation and Use of Recordings in the Study of Interpretative Reading." Unpublished Master's thesis, Wayne University, 1953.

Weintraub, Stanley A. "A Comparison of Textbooks in Oral Interpretation of Literature, 1760-1952, with Reference to Principles and Methods." Unpublished Ph.D. dissertation, Columbia University, 1953.

1955

Bennett, Martha C. "An Analysis of Concepts of Technique for the Communication of Literature in Selected Modern Works on Oral Interpretation." Unpublished Master's thesis, University of Alabama, 1955.

Dauner, Sister Mary Anton. "The Use of Poetry Recordings in English and Speech." Unpublished Master's thesis, University of Michigan, 1955.

Jones, Lloyd. "Trends in Oral Interpretation as Seen Through the Professional Journals from 1940-1955." Unpublished Ph.D. dissertation, University of Denver, 1955.

Mohrmann, Gerald Paul. "Aesthetic Concepts in Selected Oral Interpretation Textbooks." Unpublished Master's thesis, University of Washington, 1955.

1956

Challgren, Patricia. "A Systematic Approach for the Teaching of Dialects for Oral Interpretation and Acting." Unpublished Masters thesis, Occidental College, 1956.

Neely, Marguerite. "Contemporary Theory Concerning Purposes for College

Courses in Oral Interpretation." Unpublished Master's thesis, Stanford University, 1956.

XVIII. Concerning Heterogeneous Topics

1924

Hoover, Marcella Estelle. "Inner Speech and Its Function in Oral Interpretation." Unpublished Master's thesis, Northwestern University, 1924.

1939

Miller, Martha Kathleen. "An Analysis of Aesthetic Principles; Their Application to the Art of Interpretation." Unpublished Master's thesis, Louisiana State University, 1939.

Smith, Raymond George. "A Study of Certain Forms of Antithetic Emphasis in Oral Interpretation from a Recorded Speech of Difficult Prose." Unpublished Master's thesis, Indiana University, 1939.

1952

Jordon, Evan Paul. "A Comparative Investigation of Impromptu Speaking and Oral Reading Under Conditions of Delayed Auditory Feedback." Unpublished Master's thesis, University of Illinois, 1952.

Christopher, Nancy. "Life in Literature." Unpublished Master's thesis, University of Texas, 1955.

CHAPTER III
AN ANNOTATED BIBLIOGRAPHY OF
STUDIES IN THE TEACHING OF ARTISTIC
ORAL READING IN COLLEGE

In this chapter, the writer provides annotations, or abstracts, of eleven of the studies listed in category XVII of Chapter II, Concerning Recent Studies of the Teaching of Artistic Oral Reading in College.

The plan of this chapter is as follows. First, a bibliographical listing of the study is given. Second, the report of the study is given. Data in the report consist of a review of (1) the purpose, (2) the procedure, and (3) the results of the study. Finally, a summarized statement of the main idea of the study is given.

The studies are listed (1) chronologically according to the date the studies were completed and (2) alphabetically by authors' names.

Robb, Mary Margaret. Oral Interpretation of Literature in American Colleges and Universities. (Published Ph.D. dissertation, Columbia University, 1941.) New York: The H.W.Wilson Company, 1941. Thonssen, Robb, Thonssen. Bibliography of Speech Education, Supplement: 1939-1948. New York: The H.W.Wilson Co., 1950.

A. Purpose

In the introduction to her book, Miss Robb gives the purpose of her study. It is "...to trace the historical development of the methods used in teaching oral interpretation of literature in the colleges and universities in the United States, and to show the relationship of this development to changes made in the general educational pattern." Miss Robb attempts to identify major trends and she divides the study "...into four rather arbitrary periods: (1) The English elocutionists develop the Natural and Mechanical schools 1760-1827, (2) Dr. James Rush introduces the 'scientific method' into the teaching of elocution 1827-1870, (3) Psychology exerts an influence upon the teaching of oral interpretation 1870-1915, and (4) An extensive program of speech becomes a part of the curriculum of higher education 1915-1940."

B. Procedure

"A short survey of the background of each period and the influence of environmental changes precedes the discussion of the development of oral interpretation of literature as a course in the curriculum of higher education." This is done for each of the four periods.

"The factual material has been gathered from textbooks, college catalogs and reports, newspapers and periodicals, research studies, public

addresses, and letters. Histories, memoirs and diaries, letters and documents have yielded the material for the general background for each section."

C. Results

Miss Robb summarizes each of the four periods in the history of oral interpretation of literature. She also gives the following as a major conclusion to her study:

The historical study of the methods used in teaching Oral Interpretation in the colleges and universities reveals three important facts: (1) Oral Interpretation has had a continuous history as a part of the training of American students; (2) The background of the times has influenced the curriculum and has changed the form and the methods used in teaching this particular subject; (3) There has been a gradual evolution of methods which can be traced through four distinct periods.

D. Summary

This is a historical study of the teaching methods of oral interpretation of literature from the evolution of speech as a course of study in 1750 to the years immediately preceding 1940.

Moothart, Phillis Lorene. "An Analysis and Evaluation of Oral Reading Testing Materials." Unpublished Master's thesis, State University of Iowa, 1942. Thonssen, Robb, Thonssen. Bibliography of Speech Education, Supplement: 1939-1948. New York: The H.W.Wilson Co., 1950.

A. Purpose

Miss Moothart's study was the construction and evaluation of a "...relatively objective oral reading test." An investigation served "...as a preliminary step in determining whether oral reading skill is influenced by characteristics of the individual, his attitudes, environment, and background."

The study "...was undertaken to secure data which might throw some light on answers to the following questions:

1. Is it possible to develop a reliable and valid objective test of an individual's skill as an oral reader?
2. What is the reliability of the scale used in this study by the split-half method when there is a sufficient number of judges?
3. What number of judges is needed to produce reliable scores?
4. Is the scale valid in the sense that skilled readers get a significantly better score than persons' judged to lack reading skill?
5. How many judgments are necessary to get a reliable index of the individual's ability to judge?
6. What is the relationship between skill on reading and judging?
7. Is skill in judgment related to intelligence, speech attitudes, race, social behavior, etc.?
8. Is skill in performance related to these or other qualities?

B. Procedure

"The first step in carrying out the work of the study was the development of the test proper." The test consists of ten statements, each to be read in four ways to express four different ideas.

The test was administered "...to quite varied groups, ranging from a high school class in dramatics at the eleventh grade level, Gothenburg, Nebraska, to college classes of the graduate level at the State University of Iowa."

"In an endeavor to answer the question as to whether skill in reading is related to such factors as [those listed in number 7 above], the following devices were used. A speech questionnaire was administered, personal interviews were arranged with the students, and in some cases Intelligence Quotients were obtained.

"After the scores on all tests had been tabulated, the reliability and the validity of the test were...ascertained."

C. Results

Miss Moothart states that "...the main purpose of the oral reading test presented in this study is that of determining gross skills in oral reading...At no time has the writer used subjects recognized as highly superior readers." The "...test was devised to measure the abilities of students with more limited speech skills."

Miss Moothart gives the following tentative conclusions reached after an analysis of the data presented in this study.

First, an oral reading test of spot materials involving the application of principles of reading and theories of speech education has been constructed.

Second, the test developed is a comparatively reliable and valid test of an individual's skill as an oral reader.

Third, four judges are sufficient for determining into what general level - skilled, average, or unskilled - the reader falls.

Fourth, to get a fairly reliable index of the individual's ability to judge, at least 120 judgments by the individual are needed.

Fifth, as individuals, college students are more reliable judges than high school pupils.

Sixth, it is easier to predict poor readers than excellent readers. Seventh, skill in judgment and skill in reading have some positive relationships.

Miss Moothart lists other results which should be studied further.

These include:

1. Good readers were more often leaders and more often felt pride in their accomplishments.
2. Good readers tend to carry a tune better.
3. Good readers were characterized by more positive emotional experiences, but also more often experienced a variety of moods.
4. Good readers tended to rate their abilities in reading and speaking a little above the average; poor readers, a little below.
5. Good readers were more at ease, more responsive, and more objective during the interviews. Poor readers tended to be rather restrained, shy, or quiet.

The test constructed for this study is included in the appendix of the study.

D. Summary

This study presents a test for measuring skill in oral reading.

Seedorf, Evelyn Henriette. "An Experimental Study of the Amount of Agreement Among Judges in Evaluating Oral Interpretation."

Unpublished Ph.D. dissertation, The University of Wisconsin, 1948.

Speech Monographs, XV, No. 2, 1948. (Reprint of the condensed version published in the Journal of Educational Research, XLII, No. 1, September, 1949, read and annotated by this writer.)

A. Purpose

The purpose of this study was "...to find out how much agreement there is among individuals and groups of individuals in their responses to an oral interpretation of literature, each response being considered the judge's own judgment of the effectiveness of the oral interpretation."

B. Procedure

"Four experiments were conducted, and the data treated to answer nine questions." The questions are as follows:

1. How much agreement is there among individual judges?
2. How many judges are required to guarantee a stabilized result?
3. How do various types of training of judges affect agreement among them?
4. How does the level of efficiency of the reader affect the amount of agreement among judges?
5. How does training of readers affect agreement among judges?
6. How does the use of different techniques of judging affect agreement among judges?
 - (1) When the technique involves the use of different criteria.
 - (2) When different rating forms are used by different portions of a judging audience.
 - (3) When an imposed criterion is provided and when it is not.
7. How closely do the instructor's scores agree with the scores of other judges?
8. How do differences in ability of judges to render an artistic interpretation reflect themselves in amount of agreement among judges?
9. How does the acquaintance with a fellow-classmate's quality of work affect the amount of agreement among judges?

The experiments varied according to the content of the above questions. Nevertheless, "...the judges evaluated an oral interpretation rendered from the page by the reader, and it was these evaluations which were treated statistically."

C. Results

Dr. Seedorf answers each of the nine questions listed above.

She makes general conclusions based on the experiment as a whole:

- 1), While the statistical treatment of the data...showed more consistent agreement among judges than might be expected, it must be pointed out that in an educational situation,...any correlation short of complete agreement involves a risk for the reader that is highly unsatisfactory.
- 2), Although this study has shown no significant differences in variation between groups [of judges],...nevertheless the variations within the groups exist, and these are great enough to alter a given reader's standing if rated by one portion of a group of judges instead of by another portion of the same group of judges.
- 3), Since there is no perfect agreement on standards of artistic oral interpretation,...the rating that a reader receives from any judge is,...at least subject to that judge's own powers of aesthetic discrimination.
- 4), This state of unreliability among judges in evaluating an art form presents a problem in the schools where a value on a student's work over a given period of time is required for a permanent record.

Dr. Seedorf proposes the following questions as suggestions for further study:

- 1), Whose scores [fellow-student, instructor, judge, audience]...represent the most accurate value of the reader's performance?
- 2), When recording a grade for the course in the registrar's office, how many scores should be considered?
- 3), ...what are the criteria that these scores are evaluating?

Finally, Dr. Seedorf makes this observation: "...each judge's score is as accurate as he is honest, and as he knows the criteria upon

which he bases his judgment....it would appear that as for grades in a classroom, the more judgments that could be pooled, the greater would be the chances of assigning a grade that approximated the value that might be given by a larger population."

D. Summary

This study gives the results of an experiment to determine the amount of agreement among judges when evaluating oral interpretation.

Hancock, Margaret M. "A Study of Two Methods of Teaching the Interpretation of Radio Continuity." Unpublished Master's thesis, University of Nebraska, 1950. Speech Monographs, XVIII, No. 3, 1951.

A. Purpose

"The purpose of this study was to test the relative effectiveness of two methods of teaching the interpretation of radio commercial copy." The two methods are (1) "...analysis of the material to be read" and (2) "...listening to professional announcers reading the same or similar material."

B. Procedure

The procedure involved the following five steps:

1. The procedure was planned and the test materials were selected.
2. The students [students enrolled in the beginning course in fundamentals of radio] were divided into Experimental and Control sections.
3. The two groups recorded a Grape-Nuts Flakes Commercial, and were then trained in interpretation.
 - a. Both groups recorded the commercial without having previous training in the interpretation of commercials.
 - b. Both groups were given intensive training in the interpretation of commercials, with emphasis on analyzing the copy for meaning.
 - c. The Control group was then allowed to hear and analyze the network model.
4. The performance of the two groups was judged.
5. The data was analyzed.

C. Results

After finding that differences between the Experimental and Control groups were relatively small, Miss Hancock reached the following conclusion:

Although the results of the experiment are inconclusive, it casts doubt on the assumption often made in the teaching of the interpretation of radio continuity that the use of a model for analysis and imitation is more effective than the use of analysis alone. It may

be that the use of analysis supplemented by many models for illustrative purposes would be more effective than either of these two devices. This experiment makes no attempt to test the effectiveness of such use of models. It does, however, suggest that the use of a single model, even though the model is very good, may lead to an interpretation less effective than reliance upon the use of analysis alone.

D. Summary

This study presents the results of an experiment to test two methods of teaching the interpretation of radio continuity.

Boast, William M., Buchanan, John A., Casmon, Mary F., and Norling, Walter I. "Suggested Units of Study in Oral Interpretation at the College Level." Unpublished Master's thesis, University of Denver, 1951. Speech Monographs, XIX, No. 3, 1952.

A. Purpose

The purpose of this study is "... to suggest progressive units of study based on a recognition of developments in correlative fields and to provide the teacher of oral interpretation with a flexible core of study in which new developments may be taken as a single course in its entirety, or it may be expanded to comprise two or more courses, depending on the facilities and limitations of the college."

B. procedure

This thesis was a group project. Research was conducted in this manner:

To discover some of the needs of the field, a survey of books, periodicals and theses was conducted to determine past needs which might or might not still be problems....letters were sent...to discover what educators in the field today feel to be the needs. In response to some of these needs, three units of study were formulated. Each unit was introduced by a statement of the philosophy of the unit.

The statement of the philosophy was followed by some specific suggestions regarding teaching methods and devices.... Throughout all three units certain fundamental processes were stressed, such as group dynamics, evaluation of all aspects of experience as well as evaluation of oral interpretation, socialization of the student, and constant integrity to the author's meaning, as well as it can be determined.

C. Results

The writers of this study found that "...there was a dearth of material correlating the field of oral interpretation with other allied

fields." Areas such as psychology, education, literature, esthetics, general semantics, et cetera were considered as allied fields. "It was also felt that the allied fields have a great deal to offer the student of oral interpretation in regard to expanding his educational background."

The writers of this report make the following suggestions for further research:

1. A study of correlative fields [general semantics, psychology, literature, et cetera] in relation to their contributions to oral interpretation.
2. An investigation into the effects of oral interpretation on the total speech personality.
3. A study of oral interpretation and its relation to the development of listening ability.
4. A study of oral interpretation and its influence on the appreciation of literature.
5. A comparative historical study of schools and periods of oral interpretation and how they effect the field of oral interpretation today.
6. A proposed, definitive curriculum of oral interpretation on the college or university level.
7. An investigation of oral interpretation and its effects upon socialization.
8. An experimental study of the value of oral interpretation in relation to the use of the dictaphone, telephone, recordings, and other mechanical instruments used in business.
9. An investigation of the effects of group dynamics on the teaching of oral interpretation.
10. An investigation of the value of self-evaluation charts in oral interpretation as compared with evaluation charts used by an authority.
11. An investigation comparing the speech effectiveness of non-oral interpretation majors and oral interpretation majors.
12. An investigation of the effects of heightened sensitivity as taught in oral interpretation or sensitivity as revealed in other courses.
13. An investigation of the effects of teaching oral interpretation as a method of combating stage fright.
14. An experimental study of oral interpretation and its effects in working with stutterers.

D. Summary

This thesis gives three progressive units of study for a college

course in oral interpretation. The units stress the utilization of group process, the development of evaluative ability, the development of communicative ability, and the unity of speech sciences and speech arts.

Brady, Jane Bussey. "History and Analysis of Oral Interpretative Activities." Unpublished Master's thesis, Baylor University, 1952.
Speech Monographs, XX, No. 3, 1953.

A. Purpose

Mrs. Brady's purpose in making this study was "... to survey the history of oral interpretation and to determine what is being done in the field today."

B. Procedure

Mrs. Brady gives a historical summary of the study of major trends of thought in oral interpretation by discussing the following periods: Classical Greek Period, Classical Roman Period, Christian Age, Transitional Period, and the Influence of Early English Elocutionists. She devotes a chapter to a study of the schools of thought in oral interpretation: Mechanical School of Thought, Natural School of Thought; and finally she discusses present trends in oral interpretation.

Mrs. Brady conducted a survey of activities in oral interpretation. The survey was "...based on questionnaires sent to representative colleges and universities in the United States." The questionnaire was sent in order to "...discover the extent and status of oral interpretation in the general field of speech, and to determine the opinions of speech teachers concerning the relative merits of contests and festivals in the field of oral interpretation." Mrs. Brady received from this survey sixty-six questionnaires which she could use in compiling statistics for her study. In this thesis Mrs. Brady discusses each question, showing the responses received and making her own generalizations from the questionnaires as a whole.

C. Results

Mrs. Brady reached the following conclusions:

...oral interpretation is a major part of the speech curriculum. It is not as prominent as some phases of speech, such as forensics or public speaking, but the fact that it serves to integrate other courses in the curriculum makes it a popular course. The questionnaire also shows that, whereas contests remain predominant, festivals are favored by teachers. This preference is due primarily to that fact that the festival method retains the advantages of the contest method but does not have the disadvantages found in it.

A general conclusion from the study of the history of oral interpretation is that "...using the methods of all schools of thought, modern interpretation has tended to become more and more eclectic."

D. Summary

This thesis traces the history of oral interpretation from its beginning to the present and determines the function and activity of oral interpretation in today's college speech programs.

Comper^e, Moiree Scott. "Studies in the Teaching of Poetry." Unpublished Ed.D. dissertation, Michigan State College, 1952. Speech Monographs, XX, No. 2, 1953.

A. Purpose

"The purpose of this study is to attempt to ascertain the attitudes of college freshmen toward poetry and determine the significance of these attitudes to the teaching of poetry at the beginning college level.

"Teachers have no factually determined data from which they can formulate principles for teaching, nor have they any factual knowledge of where their students are in their relation to poetry. Since such knowledge is the first step in good teaching of poetry, this investigation attempts to discover and analyze those factors which make poetry teaching successful or unsuccessful."

B. Procedure

Dr. Comper explains her method of procedure in detail. However, a brief outline of the steps involved in this study is as follows:

- I. Investigation of what students remember of their total experiences of poetry learning, their likes and dislikes in regard to poetry, the methods of teaching it, and the teachers who teach it; II. Evaluation of these discoveries in the light of documentary or bibliographical research; III. Drawing of conclusions from agreements of these sources.

Attitudes of college freshmen toward poetry in general, poems provided for study, methods of teaching, and teachers were studied through use of a written Poetry Attitudes Inventory, personal interviews, and bibliographical evidence. Two sample groups from 2500 Freshmen enrolled in Michigan State College were used to ascertain attitudes in written answers; eighteen of these were personally interviewed in a crosschecking of results. Members of two classes were also personally interviewed to supplement evidence found in written answers.

Dr. Compere "...annotates, summarises and analyzes..." (1) the data on Attitudes Toward Textual Material as ascertained from Poetry Attitudes-Inventory, personal interviews, and expert opinion, (2) the data on Attitudes concerning Teaching Methods, including recitation and testing methods, and (3) the data on Attitudes Concerning Teachers of Poetry. Numbers (2) and (3) included data from the inventory, personal interviews, and expert opinion.

C. Results

After listing implications from the data, Dr. Compere makes conclusions dealing with "...broad aspects of the study,..." and covering "...what might be called the philosophy underlying teaching poetry for pleasurable learning, as that philosophy seems to be suggested by the facts ascertained."

Going beyond the implications and conclusions, Dr. Compere makes the following recommendations:

- 1), The first remedy for the almost universal neglect of poetry is wide acquaintance with it....
- 2), To make people want to read poetry, materials for convenient reading must be everywhere....
- 3), Whatever method of teaching is used must be cooperative and experiential....
- 4), Since students like to hear poetry well read, it is necessary for the good teacher to get training in Interpretive Reading....

Dr. Compere explains that "it was necessary to make such a study of attitudes as the first step in the study of poetry methods, materials, and teachers. These data must be known before other studies can profitably be made. However, this is only the basic study and many other studies must follow if there is to be a scientific body of knowledge on which to base poetry teaching."

"Throughout this investigation questions have arisen over and over."

Dr. Compere reveals these questions as suggestions for further study. They include:

- 1), Can we continue to accept the literary judgment /aesthetic criticism/ of the so-called authorities - that is, the people who compile anthologies?...
- 2), What type of standard, what measuring instrument, must we give to students on which to base their ratings of poems?...
- 3), Should poems studied in school be "classics" or is there a measuring rod, a standard of values by which contemporary poetry can be judged and utilized while it is "life" for the student?...
- 4), If we admit that the material in the usual text is a poor choice, how can we determine scientifically the poetry to be put in a good text?...
- 5), If we accept the principle of pleasurable learning of poetry, how far can we carry that and still make study profitable?...

Dr. Compere's final observation is that "data in this investigation has shown that few teachers are prepared to do experimental teaching of poetry." With this in mind, "what study guides could be constructed to help such teachers teach experimentally? What audio-visual aids might be 'packaged' for the untrained teacher with little equipment, to give him the benefit of up-to-date techniques? Would the preparation of such guides and furnishing of material make for a stereotyped method lacking in imagination, or could it somehow be adapted to the needs of the untrained teacher in a tangible, usable form, and still be flexible?"

D. Summary

This study determines the attitudes of college freshmen toward poetry and evaluates these attitudes in order to make suggestions toward better teaching of poetry.

Goldstein, Bernard Jon. "The Comprehension of Poetry from Recordings."

Unpublished Ph.D. dissertation, Columbia University, 1952. Speech Monographs, XX, No. 2, 1953.

A. Purpose

Dr. Goldstein explains the purpose of his study in these words:

The purpose of this study was to ascertain and examine responses to questions on the comprehension of poems heard by college students in the course of different modes of presentation. The basic problem of the experiment was a comparison of the comprehension of poems heard under the following conditions:

1. Poems were orally interpreted by their authors.
2. Poems were orally interpreted by individuals skilled in the oral interpretation of literature.
3. Respondents listened to poems while they looked at the texts of the poems.
4. Respondents listened to poems in the absence of the texts of the poems.

Certain other aspects of the problem were considered. These were:

1. The relationship between certain social attitudes of the respondents and their comprehension of the poems.
2. The relationship between the age of the respondents and their comprehension of the poems.
3. The relationship between professional interest choices of the respondents and their comprehension of the poems.
4. The relationship between educational backgrounds of the respondents and their comprehension of the poems.
5. The relationship between the readability index of the poems and the respondents' comprehension of the poems.

B. Procedure

The procedure followed for this study is summarized by Dr. Goldstein

as follows:

This study of the comprehension of poetry under various conditions of presentation involved the following principal procedures: preliminary investigation of the problem; selection of recordings of poems read by their authors; construction of recordings of test poems read by their authors; construction of recordings of test poems read by individuals believed to demonstrate skill in oral interpretation; validation of the skill of oral readers; construction of the test of

comprehension of the poems; construction of the background questionnaire; selection of subjects of the experiment; playing of recordings of poems read by their authors and by individuals skilled in oral interpretation to the subjects of the experiment while they looked at the texts of the poems and in the absence of the texts of the poems, ranking of 47 randomly selected response sheets for each poem by five judges of literary criticism; construction of a linear scale for each test poem as a basis of ranking the 200 responses secured in the experiment; and finally, checking the reliability of the writer's ranking of the responses.

C. Results

From this study, Dr. Goldstein found that for his experiment "the comprehension of the poems...was not dependent upon the oral interpretation of the poems by their respective authors or by individuals skilled in the oral interpretation of literature."

As far as the use of the texts of the poems was concerned, "the comprehension of the poems...was greater when respondents listened to the oral interpretations of the poems while they looked at the texts of the poems than when respondents listened to the oral interpretations of the poems in the absence of the texts of the poems."

Findings regarding other aspects of the problem were summarized as follows: "There was no relationship between certain social attitudes of the respondents and their comprehension of the poems; between the professional interest choices of the respondents and their comprehension of the poems; between the age of the respondents and their comprehension of the poems; and between the educational background of the respondents and their comprehension of the poems."

"There was a relationship between the readability index of the poems,...and the comprehension of the poems. The comprehension of the poems was dependent upon the difficulty of the poems as estimated by the Large Formula for the Grade Placement of Reading Materials."

In addition to the immediate findings of his study, Dr. Goldstein goes on to make other conclusions. These include the following:

- 1), The comprehension of poems is dependent upon oral interpretations which effectively communicate the meaning and feeling implicit in the poems.
- 2), Recordings of poems which are to be used as auditory aids in teaching should be subjected to analysis to determine the effectiveness of the reader in communicating the meaning and feeling in the poems and to determine the articulatory and vocal proficiency of the reader. Dr. Goldstein prepared such a rating sheet for this study.
- 3), Poetry should be taught by individuals skilled in oral interpretation and should be read to students while they are looking at the texts of poems.
- 4), The use of the Large Formula for the Grade Placement of Reading Materials and a consideration of the additional difficulties in poems Figures of speech, stylistic idiosyncracies, and levels of abstraction which are not measured by the Large formula can help teachers and administrators determine at what grade levels students are capable of dealing with linguistic and conceptual difficulties of poetry.
- 5), No method of presenting poetry can be successful unless poetry is regarded as artistic communication....

D. Summary

This study presents the results of an experiment to measure the comprehension of poetry recorded and presented under various conditions.

Dauner, Sister Mary Anton. "The Use of Poetry Recordings in English and Speech." Unpublished Master's thesis, University of Michigan, 1955. Speech Monographs, XXIV, No. 3, 1957.

Note: While reading this study, this writer discovered that Sister Dauner's purpose, in part, was to determine "...whether students in secondary English and speech classes profited by the use of recordings of poetry...." High school girls were used as the subjects of every phase of this experiment. Nevertheless, this writer feels that this study may be of interest to a college teacher of artistic oral reading. Therefore, the study was annotated for this chapter.

A. Purpose

"The purpose of this study is twofold. Its first aim is to ascertain the effectiveness of the use of poetry recordings in two English and two fundamental speech classes. The second aim is to discover the most helpful pedagogical method of using these recordings in the classroom."

B. Procedure

To carry out the purpose of this study, recordings by Lew Sarett, Carl Sandburg, and Robert Frost were used.

The experiment "...was conducted at Mount Mercy Academy, Grand Rapids, Michigan." The writer constructed four questionnaires which were answered by 114 girls.

C. Results

The writer lists the following specific findings:

1. Students are helped to delineate pictorial scenes when they both read the poem and listen to the recording.
2. Students gain a better perspective of the author's purpose after hearing the recorded reading.
3. Students who have discussed the poem have a further increase in perspective.
4. Students favor discussion to help in understanding a poem.
5. Recording only slightly helps in understanding a poem.
6. Discussion helps the student considerably in understanding a poem.
7. Recording provides an aesthetic experience from which nearly all students derive pleasure.
8. Students who are exposed to both reading and recording are able to picture more visual images than either experience alone.
9. The average number of correct answers for questions of comprehension was more for those who used the discussion-reading method than for those who used the recording but the difference was not significant.
10. Recordings give students a better knowledge of the author and stimulate interest in him.
11. Recordings stimulate interest in the author's poetry, and poetry in general.
12. Students prefer the author reading his own poetry rather than a well-recognized reader.
13. The Students want both discussion and recording.

The writer concludes that the use of recordings "...of well known readers, is a means of enriching the curriculum for all types of pupils; that it is a worthy incentive in arousing an interest in poetry and drama; and that it provides enthusiasm for wholesome use of leisure time spent in listening to radio and T.V. readers of poetry.

"The English and speech teacher, if she wishes to produce these desired effects with audio-aids, will find that the most effective technique to use is a combination of both methods - the discussion and reading method, and the use of the recording."

D. Summary

This study tests the effects of poetry recordings on students and suggests methods of using recordings in speech and English classes.

Jones, Lloyd S. "Trends in Oral Interpretation as Seen Through the Professional Journals from 1940-1955." Unpublished Ph.D. dissertation, University of Denver, 1955. Speech Monographs, XXIII, No. 3, 1956.

A. Purpose

The author traced the trends of oral interpretation since 1940, because "...thorough studies have been made from the beginning of the study of interpretation until the 1940-41 period."

B. Procedure

Dr. Jones surveyed "...the official publications of the national and sectional speech associations." These journals included The Quarterly Journal of Speech, Western Speech, The Southern Speech Journal, The Speech Teacher, Speech Monographs and Today's Speech. He also summarized "...the available unpublished speeches on oral interpretation from the 1954 Convention of the Speech Association of America." After studying the articles, Dr. Jones classified the trends of oral interpretation according to twenty-four categories. These trends were analyzed in the following manner: (1) All of the articles during the fifteen year period were summarized. (2) "An analysis was made of the articles in order to determine what emphasis as well as how much emphasis was placed on..." the trend.

C. Results

Dr. Jones gives a resume and overview of 106 published articles and unpublished speeches on oral interpretation from 1940-1955. He does not pass judgment on the merits of any article. In addition, he surveyed the articles in the periodicals section of The Quarterly Journal of Speech "...to find the most prominent trends evident in them," and in the last chapter of his study he gives his conclusions on these trends as revealed in the articles he summarized. In brief, his conclusions are as follows:

- (1) Choral Reading. The use of the verse choir...on the basis of the articles reviewed in this study is most often referred to as an aid to (1) remedial speech, (2) social adjustment, and (3) a greater appreciation of literature. The greatest use of choral reading seems to be in the elementary school program.
- (2) Getting the meaning. Preceding 1950 over ten percent of the articles reviewed in this study discussed the importance of analyzing in careful detail the selection to be interpreted. Since 1950, however, the percentage of articles concerned with meaning has jumped to twenty-five percent.
- (3) Visual Imagery. The point of view emphasized is that visual imagery is an important method of gaining the meaning of the selection to be interpreted.
- (4) The use of impersonation. A study of the articles reviewed found only a very slight evidence of an interest in impersonation as a style of interpretation.
- (5) Impression and expression. The emphasis upon these two techniques of interpretation...which was so prominent preceding the year 1940 has begun to lose impetus. Great emphasis in the articles reviewed for this study, has been placed upon understanding and meaning.
- (6) The use of gesture. From the period and influence of Delsarte one of the emphases in oral presentation was on technique with a great concentration on gesture. Today there seems to be a pronounced trend toward a de-emphasis of the bodily action with a strong emphasis on an intellectual understanding of material to be presented.
- (7) Group readings. Group reading permits a more imaginative approach and a greater use of this type of presentation seems to be indicated.
- (8) Oral Reading and Silent Reading. Although there were only two articles directly concerned with the problems of silent and oral reading, these studies indicated that possibly more attention should in the future be given to the relationship of oral interpretation to silent reading.

- (9) Graduate study. There is a new emphasis upon the need for more scholarly graduate studies in interpretation.
- (10) The Appreciation of literature. The emphasis upon gaining an appreciation of literature through oral interpretation seems to have increased greatly since 1940.
- (11) Interpretation as a Re-Creative Act. The emphasis... that Aristotle placed on re-creation is still evident in Coley's theory of oral interpretation.
- (12) Declamation vs. interpretation. The emphasis away from exhibitionism and declamatory exercises in favor of the /interpretative reading/ festival is a trend which is receiving impetus.
- (13) The audience and occasion. Although the audience has been a consideration in oral reading since Aristotle, it is interesting to note that only a very small emphasis was found in reviewing the articles used in this study.
- (14) Listening. Today the listener is beginning to assume a more important place in the frame of reference concerned with all forms of communication which includes reading aloud.
- (15) The use of auditory aids. These reviews indicate a strong interest in the use of auditory aids in the form of professional recordings.
- (16) Aesthetics. The concept of aesthetics in oral interpretation... seems to have gained new emphasis. The idea is implied in the articles that interpretation is primarily a medium of appreciation and enjoyment of literature.
- (17) Oral interpretation as an art. Green emphasizes continues to be placed upon oral interpretation as an art form.
- (18) Oral interpretation as a service to speech correction, acting, and radio. A place of increased importance is being given to the integration of oral interpretation as a service course to the entire speech field.
- (19) General education. Upon the basis of the articles reviewed there is a definite emphasis upon the integration of oral interpretation with the program of general education.
- (20) Cultural and literary heritage. ...authors agree that the ~~common~~ heritage or the transmission of culture through literature is a basic philosophy of oral interpretation.
- (21) The importance of literature. Upon the basis of the articles reviewed in this study, the study of literature alone seemed to be a justification for oral interpretation. ...the literary form most often referred to in this study is that of poetry.
- (22) The new criticism. Upon the basis of the articles reviewed in this study it is indicated that since 1950, new very important new emphasis has gained great prominence in the area of oral interpretation. This theory emphasizes that the proper study of literature is the literary work itself.
- (23) Poetry as an auditory art. The strongest conclusion to be drawn from these articles is that the voice has more power to make a poem come alive and live than the form of the poem. Important consequences could result if those who are entrusted with the teaching of poetry would read the poetry aloud, and read it well.

(24) Poetry. Upon the basis of the articles reviewed in this study, one of the strongest emphases to be found is that emphasis placed upon poetry.

Poetry has become the particular province of the oral interpreter because of the theory that it reaches its ultimate objective only when it is read aloud by a competent interpreter.

Finally, Dr. Jones lists his recommendations for further study.

They are as follows:

1. More emphasis should be placed on interpretation in relation to play reading.
2. More emphasis should be placed on the reading of prose.
3. Scientific research on the relationship of oral reading and silent reading would be a needed contribution.
4. Further research should be done relating oral reading to remedial speech.
5. Further research on choral reading as a clinical approach would be of value.
6. A scientifically conducted experiment using choral reading as group therapy in rehabilitating the patients in mental hospitals should yield important information.
7. Further thinking should be done on whether interpretation is a re-creative or creative art.
8. Research should be conducted on the subject of the audience and listening.
9. Further writing needs to be done on the "new criticism" and oral interpretation.
10. Further research should be conducted on oral interpretation as communication.

B. Summary

This study reviews and analyzes the articles in professional speech journals during the period 1940-1955 to determine the trends or philosophies in oral interpretation.

Neely, Marguerite. "Contemporary Theory Concerning Purposes for College Courses in Oral Interpretation." Unpublished Master's thesis, Stanford University, 1956. Speech Monographs, XXIV, No. 3, 1957.

A. Purpose

In the introduction to her study, Mrs. Neely writes: "The discovery that purpose for teaching oral interpretation in United States colleges and universities today was not clearly established - in fact, that substantial disagreement existed on this important matter - prompted this study."

The goal of Mrs. Neely's study was to determine "...the primary purpose for which college level oral interpretation is being taught currently, plus the minor goal of disclosing the historical milieu out of which these contemporary opinions have evolved, thus establishing a basis for predicting possible trends."

B. Procedure

The plan of Mrs. Neely's thesis points out the procedure followed:

(1) A résumé of historical data on purposes of speech education in Colonial America, especially that phase of it out of which oral interpretation ultimately grew, (2) discussion of elocution, the second major step in the evolution of modern oral interpretation, with remarks limited as far as possible to purposes only, (3) a survey of purposes for teaching oral interpretation on the college and university level, from the beginning of the modern period to the present time. This third step comprises two types of material, (1) representative opinions which have appeared in leading books and journals, and (2) a poll of contemporary views, obtained through a questionnaire sent to leading oral interpretation teachers throughout the United States.

C. Results

After examining textbooks and articles by leaders in the field of interpretation, Mrs. Neely concludes that "...it would appear that the primary purpose of teaching oral interpretation within the department of speech today is changing from appreciation of literature to skill in 'communication', a new term for the classic purpose of improved speaking and reading."

From a questionnaire survey, sent to 204 oral interpretation teachers on the college level, for the purpose of obtaining their statements of opinion as to the primary purposes in teaching oral interpretation, Mrs. Neely received 139 usable answers. As a result Mrs. Neely states:

In conclusion, from the questionnaire returns the following trends were indicated: (1) A definite swing away from the literary goal as the primary purpose, (2) a growing acceptance of skill in oral communication as the primary goal, and (3) a recognition of artistic reading as a worthwhile academic objective.

Mrs. Neely further discusses how "...the primary goal of training students to communicate literature orally...would fulfill the speech goals set up by the most exacting speech leaders and academic groups."

D. Summary

This thesis reviews the historical growth of oral interpretation and surveys purposes for teaching oral interpretation on the college and university level to determine the primary purpose for teaching the subject today.

CHAPTER IV

CONCLUSIONS

The writer gives the following summary of what was undertaken in this study:

A bibliography of 271 theses and dissertations written in oral reading during a period of thirty-seven years, from 1919-1956, was compiled. The largest number of studies was written after 1940, and most of the studies were completed at Northwestern University and the University of Wisconsin.

The writer listed the studies according to eighteen classifications which she made on the basis of the titles of the studies. The largest number of studies was written in the classification of (1) Concerning One Author, Poet, Poem, Play, Oral Reader, et cetera (58 studies); (2) Concerning One Theory, Authority, School of Thought, Teacher, Time-period, et cetera (33 studies); and (3) Concerning the Teaching of Artistic Oral Reading in College (32 studies - including early and recent studies).

The writer secured eleven studies listed in the category, Concerning Recent Studies of the Teaching of Artistic Oral Reading in College. She read the studies and wrote reports of (1) the purpose, (2) the procedure, and (3) the results of the studies to provide an annotated bibliography of these studies for teachers and students of artistic oral reading.

The writer makes the following critique of this study:

This bibliography of studies in oral reading should be a useful

tool for the teacher, student, or researcher who has need of source materials in this area. It would be ideal if the study were made available to those interested in having the bibliography.

The secondary purpose of this study (to annotate some studies written in artistic oral reading) was limited in its scope. Therefore, only those recent studies, which were sent to this writer from the authors of the studies, were read and reported in this thesis.

In the Introduction to this thesis, the writer stated that this study is a step in the direction of having an annotated bibliography of studies in oral reading available as a research tool for teachers, students, and researchers in this field. The writer emphasizes now that this study is a basic one - a first attempt at a study of this nature. This thesis does not present a thoroughly annotated bibliography of studies in oral reading. Another interested researcher may wish to annotate more studies by securing as many studies as desired directly from the respective school libraries.

However, those studies annotated in this thesis should give the reader a capsule picture of what has been studied in the specialized area of artistic oral reading. The studies present: (1) a history of this area as a course of study, (2) an evaluation of testing materials used in this area, (3) a study of the amount of agreement found among judges of artistic oral reading, (4) a study of teaching the reading of radio continuity, (5) suggestions for study units in artistic oral reading, (6) a history of activities in artistic oral reading, (7) studies in teaching the artistic reading of poetry, (8) a study of changing and developing trends according to articles in periodicals, and (9) a study of

contemporary purposes for teaching college courses in artistic oral reading.

The writer makes the generalization that most of the studies written in the general area of oral reading have been concerned with narrow subjects - such as specific poems or writers. Especially does this seem true of the studies written after 1940. It would appear then that more studies could be done in oral reading as a course in communication - its relationship with remedial speech training, its use in elementary schools, its relationship to silent reading, its relationship to evaluative listening, et cetera.

Further, it would appear that artistic oral reading should be taught as a communication skill instead of merely the classic purpose of reading only for appreciation of literature.

Finally, it would be interesting to read a study concerning the effects, if any, of training and experience in artistic oral reading on the individual who performs in this area. Does such training help him in other communication skills - such as persuasive speaking, group discussion, report making, writing papers, et cetera?

APPENDIX

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